



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

September 9, 2019

David Smith
Evansville-Vanderburgh Sch Cor: #7995
951 Walnut St
Evansville, IN 47713

Dear David Smith,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Lincoln Comm. School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$39,941.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh Schl Corp.	Corp #	7995
School	Lincoln Comm. School	School #	8251
Superintendent Name	Dr. David Smith	Email	david.smith@evsck12.com
Title I Administrator Name	Velinda Stubbs	Email	velinda.stubbs@evsck12.com
Principal	Knetra Shaw	Email	knetra.shaw@evsck12.com
Telephone	(812) 435-8235		
SY 2019-2020 Allocation	\$39,941.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available *any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
Knetra Shaw	Principal: Lincoln School
Kelsey Wright	EVSC Director of School Transformation
Jackie Kuhn	EVSC Director of School Support
Velinda Stubbs	EVSC Deputy Superintendent of Teaching and Learning
Blake Elpers	Assistant Principal: Lincoln School
Marvin Smith	Master Teacher
Sarah Bassett	Teacher
Susan Zobitne	Teacher
Lauren Ubelhor	Teacher



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Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.



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- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The



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term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6-20-19
Title I Administrator Signature:		Date:	6/19/19
Principal Signature		Date:	7/3/19



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Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-14- 2015-*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	13.9%	19%	18.1%	23%	19.6%	28%	25.9%	33%		38%	
Percent of students proficient on ISTEP (ELA) (3-8)	41.2%	46%	48.4%	51%	36.5%	54%	43.1%	57%		60%	
Percent of students proficient on ISTEP (Math) (3-8)	17.9%	23%	23.1%	26%	30.2%	31%	31.3%	36%		41%	
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	76%	61.5%	61.5%	64%	74.1%	77%	44%	80%	58%	82%	
Leading Indicators	Baseline SY 20--- 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	425 minutes/d ay * 180 days= 76500 annual minutes	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	



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2. Number of daily minutes of math instruction	80	80	80	80	80	80	80	80	80	80	80	80	80	80		
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90	90	90	90	90	90	90		
4. Student attendance rate (must be % between 0 and 100)	96.7%	97%	97%	97%	95%	97.6%	97%	97.9%	96.6%	98.2%	98.4%					
Leading Indicators	Baseline SY 20-- - 20-- *	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020						
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL					
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	230	213	154	184	155	150	146	140	124	135						
6. Expanded Learning Time (total number of hours offered)	169	169	169	169	169	169	169	169	169	169						
7. Number of discipline referrals	1100	1070	1185	1150	1229	1080	1303	1264	955	1226						
8. Discipline incidents – number of suspensions and/or expulsion	SUS-116	SUS-111	SUS-144	SUS-137	SUS-203.5	SUS-123	SUS-131	SUS-117	SUS-101	SUS-112	SUS-107	SUS-112	SUS-107	SUS-112	SUS-107	SUS-107
9. Distribution of teacher performance level on LEA's teacher evaluation system	HE: 3 E: 19 IMP: 2 IN: 0	HE: 4 E: 18 IMP: 2 IN: 0	HE: 8 E: 27 IMP: 1 IN: 1	HE: 9 E: 26 IMP: 0 IN: 0	HE: 9 E: 20 IMP: 0 IN: 0	HE: 10 E: 19 IMP: 0 IN: 0	HE: 3 E: 21 IMP: 2 IN: 1	HE: 11 E: 18 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0



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10. Teacher attendance rate (must be a % between 0 and 100)	93.5%	94.5%	95%	96%	95.6%	97%	94%	97%	94%	98%		98.5%	
11. Teacher retention rate (must be a % between 0 and 100)	61%	85%	78%	75%	56%	83%	68%	87%	51%	90%		90%	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16-17 to present.



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Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
Strengths: <ul style="list-style-type: none">• Culture of feedback with consistent instruction from the coaching team and administration• Support from OTS with SIP data collection (focused walkthroughs)• PLC time is academically focused with intentional culture-climate components• PLCs are vertically aligned with data specific days which include a plan for differentiated instruction• The 2018-2019 school year vision focuses on positive relationships between the students and all staff• The development of student leaders that drive building-wide student-centered decisions• The building-wide implementation of SEL which includes daily embedded team builders• Lincoln School's SEL team, Family Community Coordinator, PBIS Team, Academic Advisory Team, and administrative staff support teachers based on a tiered and differentiated approach	Areas of Improvement: <ul style="list-style-type: none">• The implementation of SEL in grades 6-8.• Student-led instruction that creates opportunities for students to think critically about academic content.• Formative assessments and instruction that are aligned with district and IDOE items specs.• Inconsistent positive student-to-student and teacher-to-student relationships within grades 6-8.
Opportunities: <ul style="list-style-type: none">• Provide staff with a clear explanation of SEL curriculum• Provide staff with strategies of how to effectively utilize SEL in order to support self-awareness and de-escalation responses• Continue to provide professional development to staff with a focus on teaching and interacting with disengaged, hard to reach students from diverse backgrounds	Threats: <ul style="list-style-type: none">• High teacher and student turnover• Staff who lack the understanding of how to hold students from various backgrounds to high expectations• Lincoln has a high percentage of students with multiple adverse childhood experiences• The community's unfavorable notion of Lincoln School impacts the



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<ul style="list-style-type: none">• To develop a de-escalation station that allows students to express their feelings and is used as a strategy rather than a punitive consequence• Maximizing teacher support with a content focus that notes teaching strategies, alignment, and quality tasks• To develop a building-wide team mentality	<p>perceptions of the school which has negatively affected Lincoln's application pool and student enrollment</p> <ul style="list-style-type: none">• The inability to maintain enrollment numbers due to the transient population and district lines
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Projected Outcomes for SY 19-20

1. All teachers will receive ongoing coaching support that is aligned in order to identified needs that implement high quality, standards-based instruction that will lead to increased student achievement and student ownership.
2. A reduction of the amount of time that students are out of the classroom due to behavior concerns.
3. An increase in the number of students meeting and/or exceeding their NWEA growth goals.
4. An increase in the number of students that perform within the typical and high growth categories of Math and English in ILearn.
5. Every classroom will implement SEL curriculum with fidelity which will improve student-teacher relationships.



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Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
SAMPLE: Increase learning time	SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist	SAMPLE: Multiple Phases (Multiple Quarters)	SAMPLE: \$5,000 - Stipends	SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.
Develop School Leadership Effectiveness	<p>The Office of Transformational Support (OTS), in collaboration with Mass Insight Education (MIE), provides building leaders coaching strategies and resources that utilize high-leverage focused feedback to instructional staff to ensure that all building staff have a support person. Lincoln will continue to refine coaching cycles that maximize tiered support to all teachers and staff that is aligned to a strong, shared instructional vision.</p> <p>The building leaders will receive ongoing support coordinated through the Director of School Support and OTS to accelerate the instructional shift towards students doing the thinking and providing evidence of learning aligned to Indiana Academic Standards. Through ongoing collaboration at all layers of leadership, a pipeline of leadership will promote second order change and ownership of the instructional shift.</p> <p>Persons Responsible: Director of School Support, Mass Insight, School Leadership receptivity to coaching</p>	Ongoing across all quarters	Funded through SIG 1003a	<p>Principal will meet quarterly root cause aligned goals developed in partnership with the Director of School Support.</p> <p>Increased staff ownership and understanding of the instructional vision as seen through increases in the following school data:</p> <ul style="list-style-type: none"> • Instructional Walkthrough data will show increases in instructional strategy implementation aligned to the vision. • Increase of building leaders' coaching quality through quarterly observations of coaching conversations by OTS that contain criteria of highly effective feedback. • Weekly support sessions that address areas of growth of building leaders based on documentation of previous and ongoing coaching conversations.



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Develop Teacher Effectiveness	In order to support classroom implementation of innovative teaching ideas that lead to increased rigor, each Lincoln teacher will receive a mini-grant to help offset the cost of materials and increase teacher recruitment and retention.	Q1	Teacher Mini-Grants 8,258.21	Lincoln will see increased staff ownership and understanding of the instructional vision as seen through increases in instructional walkthrough data that show increases in strategy implementation aligned to the vision
	Additionally, Lincoln will host a 2-Day Teacher Academy in the Summer to maintain and further develop efforts of increased rigorous classroom learning opportunities for all students and SEL competencies. Context will be built around school goals, outline key knowledge for success and provide facilitated work time to build a strong foundation for the year.	Summer 2020	Teacher Academy Staff Stipends: 5,000 salary 1,000 benefits	Lincoln will utilize the walkthrough system to progress monitor and create goals based on whole school and individual teacher data trends Decrease in office referrals
	Teachers will receive individualized support through the coaching cycle to increase classroom effectiveness, specifically in regards to students doing the thinking and providing evidence of learning aligned to Indiana Academic Standards. Culture/climate support will be provided by the Social and Emotional Learning (SEL) specialist and instructional leadership team depending on the needs of the teacher.	Ongoing across all quarters	(Funded through SIG1003a)	Increase in the % of students meeting or exceeding NWEA growth goals
	The SEL Team and Specialist will provide additional PD to teachers and supports to students that display tier I, tier II and tier III behavior concerns with the overall purpose of improving relationships and increasing students' ability to be calm, alert, and ready to learn.	Ongoing across all quarters	(Funded through SIG1003a)	
	Professional development will be contracted to provide Lincoln teachers cultural competency training to improve teacher-student relationship metrics as well as decrease daily office referrals.	Q2/Q3	Contracted Services for PD: 10,000	



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	Persons Responsible: Principal, Assistant Principal, Master/mentor Teachers, Director of School Support, Teachers, SEL Specialist, EVSC Chief Diversity Officer				
Implement Comprehensive Instructional Reform Strategies	Within 1003a				
Increase Learning Time	<p>Lincoln School provides a summer school program that is designed through data to support student learning throughout the summer. Utilizing NWEA, teachers will tailor instruction to meet the needs of each student.</p> <p>The summer program will also feature STEAM offerings such as technology and performing arts periods to increase student engagement and attendance in summer school.</p> <p>Additionally, multiple teachers participate and develop before and after school programs in collaboration with the Family and Community Engagement Coordinator that increase learning time and ensure that students have opportunities for enrichment as well as remediation.</p> <p>Person Responsible: Principal, Assistant Principal, Director of School Support, Teachers</p>	Q4:planning Summer 2020	Extended Learning Teachers: 10,400 salary 3,880 benefits	Progress monitoring targeted areas of instruction throughout summer school and before and after school programs.	
Create Community-Oriented Schools	<p>The Family and Community Engagement Coordinator at Lincoln School organizes services for families to become more knowledgeable about resources within their community.</p> <p>Events are specifically designed to create a safe</p>	Monthly Site Council Meetings Ongoing event	Family and Community Engagement Coordinator:	Increased number of community partners. Increased number in families that are provided support and/or that request additional support or resources	



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	<p>environment where community members and community partners collaborate in the school to foster relationships, and ensure stakeholders have access to educational resources that will increase student academic opportunities and wrap around supports.</p> <p>Examples of this include but are not limited to the Lincoln Health Fair, Lincoln's Food Pantry, Site Council.</p> <p>Person Responsible: Principal, Assistant Principal, Family and Community Engagement Coordinator</p>	<p>planning and implementation</p>	<p>(Funded through Title I school-side budget for sustainability)</p>	<p>Increased number of participants at school events.</p>
Provide Operational Flexibility	<p>Sustain the internal lead partner model in order to keep the operational flexibility needed for Lincoln (people, time, program, and dollars).</p> <p>Lincoln's principal will make evidence-supported requests and lift concerns and barriers to Director of School Support who meets directly with Superintendent for increased operational flexibility.</p> <p>Person Responsible: Office of Transformational Support, District Leaders</p>	<p>Weekly support meetings with building leaders</p>	<p>Office of Transformational Support: (Funded through SIG 1003a)</p>	<p>Lincoln school meets School Improvement Plan (SIP) Goals</p>
Sustain Support	<p>OTS in collaboration with MIE will continue to build internal capacity by building leadership pipelines through coaching cycles and research-based best practices in rigorous instruction and social and emotional learning and by ensuring that every school staff member has a support person.</p> <p>Person Responsible: Director of School Support, Mass Insight Education</p>	<p>Ongoing goal setting, progress monitoring, and action planning</p>	<p>Mass Insight Education: (Funded through 1003a)</p>	<p>Coaching quality and support cycles</p>



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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts” could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.

Lincoln will produce a coaching model tracking template that drives coaching cycle quarterly planning, goal setting, implementation tracking and key information items for teacher support and development such as Positive Praise, Evidence, Action Step and Follow-up. The template will also include charts for how to track and analyze coaching on coaching to ensure quality for teachers.

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

SIG T003g Budget SY 2019-2020

Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 10,400.00	\$ -	\$ 3,880.00	\$ -	\$ -	\$ -	\$ -	8,258.21	\$ -	\$ -	\$ 22,538.21
21000	Support Services -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement or Instruction (Professional Development)	\$ 5,000.00	\$ -	\$ 1,000.00	\$ -	\$10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,000.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (Interfund)											\$ -
	Column Totals	\$ 15,400.00	\$ -	\$ 4,880.00	\$ -	\$10,000.00	\$ -	\$ -	\$ 8,258.21	\$ -	\$ -	\$ 38,538.21
Indirect Cost Rate %:		3.64	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:									\$ -
Total after deducting Property:											\$ 38,538.21	
Total Available for Indirect Costs:											\$ 1,402.79	
Amount of Indirect Cost to be used:											\$ 1,402.79	
Grand Total After Indirect Cost:											\$39,941.00	

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Instruction - classroom mini-grants \$8258.21	
Professional Services	Other Purchase Services (travel, communication)
Professional Development - focus on cultural competency \$10,000	

SIG Staffing

Instructions: Complete the SIG Staffing information below

[illegible]